

The School District of Palm Beach County

Woodlands Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Woodlands Middle School

5200 LYONS RD, Lake Worth, FL 33467

<https://wdms.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Woodlands is a Cambridge International School dedicated to connecting, supporting, and accelerating our scholars to succeed and serve others.

Provide the school's vision statement.

Woodlands Middle School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kuras, Jenifer	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement processes at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Kuras, must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Hartman, Dawn	Assistant Principal	<p>As Assistant Principal, Ms. Hartman supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. Her area of responsibility includes English Language Arts, Intensive Reading, Media Specialist, ESOL department, Counseling and Mental Health, and Choice Programs/Electives. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Gillard, Sharese	Assistant Principal	<p>As Assistant Principal, Ms. Gillard supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. Her area of responsibility is science and social studies. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Sallenbach, Justin	Assistant Principal	<p>As Assistant Principal, Mr. Sallenbach supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical</p>

Name	Position Title	Job Duties and Responsibilities
		<p>content knowledge. His area of responsibility is Mathematics, and ESE. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Henning, Kayce	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Aerenson Goetz, Aimee	ELL Compliance Specialist	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>
	Teacher, ESE	<p>The role of ESE Coordinator will be taken over by Ms. Kushnir beginning in the FY24 school year. The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

-Community Stakeholders impact the development of the School Improvement Plan by their participation in monthly SAC meetings as well as PTSO meetings. Parents are invited to analyze schoolwide data and provide input regarding instructional methods for ensuring academic success.

-Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

-Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

-A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently

-The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, teacher made assessments. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts and Math). As well as end-of-year EOCs in Civics, Geometry, and Algebra.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the

ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	65%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	78	60	51	189	
One or more suspensions	0	0	0	0	0	0	13	81	71	165	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	91	49	23	163	
Course failure in Math	0	0	0	0	0	0	44	39	20	103	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	91	111	123	325	
Level 1 on statewide Math assessment	0	0	0	0	0	0	122	86	100	308	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	91	111	123	325	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	124	116	117	357

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	0	2
Students retained two or more times	0	0	0	0	0	0	1	3	0	4

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	46	59	70	175	
One or more suspensions	0	0	0	0	0	0	66	73	58	197	
Course failure in ELA	0	0	0	0	0	0	44	48	42	134	
Course failure in Math	0	0	0	0	0	0	41	21	32	94	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	85	105	99	289	
Level 1 on statewide Math assessment	0	0	0	0	0	0	107	148	120	375	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	85	105	99	289	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	87	116	102	305

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	1
Students retained two or more times	0	0	0	0	0	0	2	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	46	59	70	175	
One or more suspensions	0	0	0	0	0	0	66	73	58	197	
Course failure in ELA	0	0	0	0	0	0	44	48	42	134	
Course failure in Math	0	0	0	0	0	0	41	21	32	94	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	85	105	99	289	
Level 1 on statewide Math assessment	0	0	0	0	0	0	107	148	120	375	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	85	105	99	289	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	87	116	102	305

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	1
Students retained two or more times	0	0	0	0	0	0	2	0	0	2

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	51	49	59	53	50	58		
ELA Learning Gains				52			53		
ELA Lowest 25th Percentile				43			38		
Math Achievement*	61	59	56	58	35	36	51		
Math Learning Gains				59			35		
Math Lowest 25th Percentile				51			26		
Science Achievement*	58	50	49	56	56	53	53		
Social Studies Achievement*	76	68	68	74	64	58	71		
Middle School Acceleration	84	76	73	85	52	49	72		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	54	37	40	42	85	76	51		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	4	
ELL	43			
AMI				
ASN	80			
BLK	53			
HSP	61			
MUL	77			
PAC				
WHT	78			
FRL	55			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	39	Yes	1	
AMI				
ASN	78			
BLK	45			
HSP	57			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	62			
PAC				
WHT	68			
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			61			58	76	84			54
SWD	28			32			17	44	57		5	
ELL	28			32			25	47	71		6	54
AMI												
ASN	77			83			77	81	80		5	
BLK	40			42			43	64	77		6	53
HSP	52			54			54	72	83		6	48
MUL	71			63			72	88	90		5	
PAC												
WHT	72			76			68	85	87		5	
FRL	45			48			46	66	78		6	47

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	59	52	43	58	59	51	56	74	85			42
SWD	21	33	31	26	38	33	21	47	50			
ELL	28	48	49	27	46	38	20	49	46			42
AMI												
ASN	79	62	70	80	75		76	95	87			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	40	44	41	37	45	37	35	57	79			37
HSP	60	52	40	55	57	56	58	72	82			42
MUL	64	47	42	61	63	64	50	84	79			
PAC												
WHT	69	57	45	71	67	62	65	86	88			
FRL	49	47	41	46	51	45	45	65	79			41

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	58	53	38	51	35	26	53	71	72			51
SWD	19	30	26	21	24	25	18	38	50			
ELL	33	50	39	27	26	21	15	51	45			51
AMI												
ASN	82	82	50	68	46		67	95	79			
BLK	43	50	42	33	31	28	40	56	56			36
HSP	55	50	30	50	31	23	46	69	67			77
MUL	63	64	33	58	46	27	67	63	64			
PAC												
WHT	69	53	40	62	37	29	64	81	79			
FRL	48	48	36	40	31	26	44	60	64			49

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	54%	48%	6%	47%	7%
08	2023 - Spring	58%	47%	11%	47%	11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	58%	45%	13%	47%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	44%	54%	-10%	54%	-10%
07	2023 - Spring	23%	36%	-13%	48%	-25%
08	2023 - Spring	71%	65%	6%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	57%	46%	11%	44%	13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	48%	38%	50%	36%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	50%	48%	48%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	65%	10%	66%	9%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the data collected from progress monitoring and FY23 PM3 results, two potential areas of concern are the proficiency of our SWD and ELL students in all content areas. Both of these subgroups are identified by ESSA as an area of concern. Our focus is to diminish course failure and increase learning gains and achievement. FY23 PM3 FAST data shows the ELL subgroup is our greatest opportunity for improvement with student proficiency being the lowest of all subgroups in ELA and Math. FY23 EOC data also indicates an opportunity for ELL growth in Civics, as well as in Science.

ELL

FY23 ELA Achievement (17) FY22 ELA Achievement (28) Difference (-11)
 FY23 Math Achievement (24) FY22 Math Achievement (27) Difference (-3)
 FY23 Civics Achievement (39) FY22 Civics Achievement (49) Difference (-10)
 FY23 Science Achievement (15) FY22 Science Achievement (20) Difference (-5)

FY23 SWD

FY23 ELA Achievement (27) FY22 ELA Achievement (21) Difference (+6)
 FY23 Math Achievement (33) FY22 Math Achievement (26) Difference (+7)
 FY23 Civics Achievement (47) FY22 Civics Achievement (47) Difference (0)
 FY23 Science Achievement (19) FY22 Science Achievement (21) Difference (-2)

Ensuring growth in proficiency in literacy and Mathematics for ESSA categorized subgroups will lead to an increase in achievement in all categories. Students who fall within our ESSA subgroups will be identified and progress monitored. They will receive additional support by utilizing the co-teach model to ensure accommodations and modifications are in place based on the individual needs of the students.

Contributing factors to last year's low performance categories include continuing to close the achievement gap caused by the transition back to a traditional full time brick and mortar instructional model. There is still a significant increase in the need of skills for life and learning instruction based on behavior concerns across the board. Students demonstrate a need to be re-taught appropriate school behaviors, and to be given strategies to learn how to communicate and interact appropriately.

Additionally, due to shifts in educational pedagogy, opportunity for student centered collaboration and interaction has not been fully restored. Teachers need continuous training and professional development in collaborative strategies and classroom management techniques.

More specific to our ESSA subgroups; there was a large increase in ELL students mid-year. Many students started school in late January to early May. These students received little to no instruction in an English Speaking School prior to taking the PM3 and EOC assessments.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA

FY23 ELA Achievement (57) FY22 ELA Achievement (59) Difference (-2)

Math

FY23 Math Achievement (64) FY22 Math Achievement (58) Difference (6)

Civics

FY23 Civics Achievement (75) FY22 Civics Achievement (74) Difference (1)

Science

FY23 Science Achievement (57) FY22 Science Achievement (54) Difference (3)

ELL

FY23 ELA Achievement (17) FY22 ELA Achievement (28) Difference (-11)
 FY23 Math Achievement (24) FY22 Math Achievement (27) Difference (-3)
 FY23 Civics Achievement (39) FY22 Civics Achievement (49) Difference (-10)
 FY23 Science Achievement (15) FY22 Science Achievement (20) Difference (-5)

FY23 SWD

FY23 ELA Achievement (27) FY22 ELA Achievement (21) Difference (+6)
 FY23 Math Achievement (33) FY22 Math Achievement (26) Difference (+7)
 FY23 Civics Achievement (47) FY22 Civics Achievement (47) Difference (0)
 FY23 Science Achievement (19) FY22 Science Achievement (21) Difference (-2)

The area that showed the greatest decline from the prior year is ELA. ELA had a decrease of 2% in proficiency. Within that content area the ELL subgroup had the largest decline from the prior year with a decrease of 11%. Contributing factors to this decline include teachers being introduced to the new BEST Standards and a new StudySync curriculum. Students also were introduced to a new state assessment testing format. Teachers also had to readjust to a new scope and sequence. Additionally, as mentioned above there was a large increase in ELL students mid-year. Many students started school in late January to early May. These students received little to no instruction in an English Speaking School prior to taking the PM3 and EOC assessments.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Test State Proficiency Woodlands Proficiency

ELA 6th 47 58
 ELA 7th 47 54
 ELA 8th 47 58
 Math 6th 54 44
 Math 7th 48 48
 Math 8th 55 71
 Algebra 89 86
 Geometry 97 98
 Science 44 57
 Civics 66 75

The area that had the greatest gap when compared to the state average is 6th grade Math. In the area of 6th grade math, Woodlands proficiency was 10% less than that of the state. A contributing factor to this gap is the acceleration program that has been established here at Woodlands Middle School. Last year we had 10 sections of 6th grade students taking accelerated 7th grade math courses. There were 192 students total in the accelerated 7th grade math course, of the 192 only 52 students had taken AMP in elementary. By reviewing data an additional 140 students were placed in the accelerated 7th grade math course. All students who were enrolled in the accelerated 7th grade math course scored a 3 or higher. However, these students took the 8th grade FAST test due to their acceleration. Thus, the data for these accelerated students is reported in the 8th grade math test category.

Which data component showed the most improvement? What new actions did your school take in this area?

When comparing FY23 state assessment results to FY22 state assessment results the area of the largest growth was for math proficiency. FY23 Math Achievement (64) FY22 Math Achievement (58) Difference (+6).

Standards based instruction was and will continue to be a primary focus during instructional planning

sessions. Professional Learning Communities will continue to have data chats to support student strengths and remediate student weaknesses. Resources and strategies were aligned to grade level standards and scaffolding is in place to support students who are not yet performing at the proficiency level. Additional tutoring before and after school for all students provided a review of material across all subject area.

The co-teach model of instruction contributed to learning gains SWDs in this category. Students received extra support from a co-facilitator of instruction, which also allowed for more effective implementation of small group instruction in order to differentiate student needs and remediation. Targeted instruction was effective in individualizing instruction and providing a more intense and consistent method of monitoring student progress. Intentional efforts were made to reach out to SWD for attendance at before and afterschool tutorials.

Effective Action Steps

1. Incorporate small group instruction and aggressive monitoring of students to identify areas of weakness for targeted remediation.
2. PLCs allowing for collaboration and the collective analyzing of data-driven decisions to improve student progress.
3. Remediation of standards-based instruction through formative assessment, bell-ringers, exit tickets, and aggressive monitoring techniques.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Potential areas of concern are individual student growth and proficiency for students in the two ESSA subgroups ELL and SWD for all content areas. Data is especially concerning for our ELL subgroup. An additional area of concern is the reintroduction of writing into the end of year state assessments and how this will further impact both ESSA subgroups. As well as learning gain data being included again in school grades, we will need to work specifically with our lowest 25% to provide opportunities for remediation for remedial skills.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. PLCs

PLCs will focus on developing effective and relevant instruction through unpacking standards, analyzing data, developing standards-based lessons using vetted resources and materials from the District, sharing best practices, following/participating with the coaching continuum model, incorporating research

based strategies including but not limited to the Go-To Strategies, AVID strategies, SEL Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching, and independent study.

2. Tutorials- Lowest 25% Learning Gains

Focus on a positive impact on learning gains by ensuring standards-based instruction and effective use of research-based strategies and resources, ensuring student learning and improved student achievement towards grade level success. Early identification of our Lowest 25% will allow for ample tracking and support to influence growth.

3. Increase in Student Engagement-

Student engagement is another area of focus that will be supported by SEL instruction during Mustang Meetings and through our RCA House System initiative. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. AVID strategies for student collaborative opportunities will be utilized to increase student participation and student voice during lessons. Professional development planned to assist teachers in the implementation of engagement strategies through SLL and RCA will be ongoing and modeled and explained during PLCs, faculty meetings, and PD days.

4. Small Group Differentiated Instruction-

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies are aligned to grade level standards and scaffolds will be put in place to support students who are not performing at grade level. Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Mathematics. Data-driven differentiated instruction will be planned to meet the needs of all students. Students falling into our ESSA Subgroup will be monitored for progress and receive additional support by the co-teach model to ensure support of students' specific needs.

5. Professional Development-

Our school based professional development team will schedule and facilitate school based professional development opportunities for staff taking place on professional development days and/or before/after school and/or during planning periods. School based professional development may include the following topics: SEL, Cambridge, AVID, RCA, ESP, SMARTboard, aggressive monitoring, collaborative student centered instruction, data chats, and CHAMPS. Opportunities for professional development may be scheduled through district offerings, or directly through third-parties (i.e. AVID, RCA, Cambridge, etc.).

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Woodlands Middle School is dedicated to creating a culture that ensures a safe and supportive climate that meets the needs of all students and families. Building a culture with high expectations and collaboration instills the belief in Woodlands Middle School's Mission Statement. Promoting shared decision-making and soliciting feedback from teachers, students, families, and stakeholders is essential in building relationships to enhance the programs and accessibility for all students to succeed and maintain a high level of performance academically, emotionally, and socially.

Students are immersed in rigorous tasks encompassing the full intent of the Florida BEST Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas

In alignment with School Board 2.09 and Florida State statute 1003.42, Woodlands highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to: art expos of different cultures, music studies of different eras and countries, and our library media selection is filled with books related to the variety of cultures.

Our students focus on content and curriculum related to:

- The History of the Holocaust (Holocaust Studies Course, 6th-8th Social Studies, & SEL Mustang Meetings)
- The History of Black and African Americans (African American History Honors course, 6th-8th Social Studies, & SEL Mustang Meetings)
- The Contributions of Latino and Hispanics (Latinos In Action course, I America, 6th-8th Social Studies, & SEL Mustang Meetings)
- The Sacrifices of Veterans and Medal of Honor recipients within US History (6th-8th Social Studies & SEL Mustang Meetings)

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the conclusion of FY24, we will increase the SEQ data for students reporting a sense of belonging on campus by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor progress toward the desired outcome by monitoring discipline referral data with a focus on classroom based referrals. When building a positive climate and inclusive culture, the relational capacity built among students and teachers will reduce the frequency of classroom based referrals.

Person responsible for monitoring outcome:

Jenifer Kuras (jenifer.kuras@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Woodlands Middle School implements several school improvement strategies that impact the positive school culture and environment on campus. Our school implements daily social and emotional learning activities through Mustang Meetings for all students. Additionally, our school is piloting the Ron Clark

Academy House system as part of our SLL initiative. The RCA House System builds school community and an inclusive environment for all students and staff. Our staff has received stage 4 professional development for the Welcoming and Inclusive Schools implementation through the multicultural department. Our Schoolwide Positive Behavior System (SwPBS) implements Mustang PRIDE and Character Now! recognition programs for students and staff. Woodlands Middle School also implements Advancement Via Individualized Determination (AVID) school-wide strategies and an AVID elective course to promote college and career readiness.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Actions outlined above clearly support the Palm Beach County Strategic Plan: creating a student focused culture by increasing student voice and choice in educational experiences and increasing family engagement in supporting student success. Woodlands Middle School is a supportive and fulfilling environment with learning conditions that meet the needs of all students. Our staff is confident in their role to impact student success through building positive connections and a culture that values trust, respect, and high expectations.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Woodlands Middle School integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents and stakeholders. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and implementing school improvement strategies that contribute to the positive school culture and environment.

Person Responsible: Jenifer Kuras (jenifer.kuras@palmbeachschools.org)

By When: Stakeholders will be consulted on a monthly basis at SAC meetings.

Daily Mustang Meetings are built into the bell schedule so teachers do not lose instructional time when conducting SLL lessons and Character Now! lessons. Lessons are vetted and provided by the district.

Person Responsible: Kayce Henning (kayce.henning@palmbeachschools.org)

By When: Daily throughout FY24

The Ron Clark Academy House system is part of our SLL initiative. The RCA House System builds school community and an inclusive environment for all students and staff.

Person Responsible: Dawn Hartman (dawn.hartman@palmbeachschools.org)

By When: Daily throughout FY24

Woodlands Middle School also implements Advancement Via Individualized Determination (AVID) school-wide strategies and an AVID elective course to promote college and career readiness. Collaborative student centered strategies support building the relational capacity of the campus.

Person Responsible: [no one identified]

By When: Daily throughout FY24

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When looking at the subgroup data over the last two years, our ELL population has continued to decrease in overall achievement. Based on the Every Student Succeeds Act (ESSA) data our focus going into next year needs to be on the overall performance of our English Language Learners (ELL).

The following proficiency levels from FY23 FAST assessments will determine the content area of focus for the improvement of ELL performance: English Language Arts (proficiency was 17%), Mathematics (proficiency was 24%), Civics (proficiency was 39%), and Science (proficiency was 15%). Based on these data trends our focus will be to diminish course failure and increase learning gains in each content area by providing support to the students by focusing on foundational skills and scaffolding instruction with our co-teacher support system for content area classes. Focusing on SWDs academic improvement in all academic areas on all state assessments is in alignment with The School District of Palm Beach County's Strategic plan for academic excellence and growth by ensuring that all children attain required skills and knowledge for future success, and each child is continuously growing to fulfill their individual capabilities and aspirations.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the conclusion of FY24, we will improve the ELL subgroup by 5% proficiency for each of the following assessments: ELA, Mathematics, Science, and Civics. Increasing proficiency by 5% will surpass FY19 (pre-COVID) proficiency for each of the above listed content areas. Minimum ELL proficiency for each assessment is as follows: ELA 22%, Mathematics 29%, Civics 44%, and Science 20%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will be monitoring the desired outcome by focusing on USAs, FSQs, PM1, and PM2 data trends. In PLC meetings we will discuss remediation for any standard needing additional support. Progress Monitoring data from the FAST assessment PM1 and PM2 will provide a clear understanding of SWD progress prior to PM3.

Person responsible for monitoring outcome:

Jenifer Kuras (jenifer.kuras@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Through a focused approach to planning, instructing, supporting, assessing, and monitoring all students, the overall performance of all content areas will increase. Utilization of the co-teach model of instruction in all content areas to support students at various levels of performance will provide all students (especially the lowest 25%, and ELL) with learning gains over the previous year.

1. Incorporate small group instruction to support student learning.
2. ELA teachers will use Reading Plus and NoRedInk to enhance students' ability to integrate knowledge and for remediation of basic literacy skills.
3. Math teachers will use Dreambox to enhance students' ability to integrate knowledge and for remediation of basic math skills.
4. PLCs will provide opportunity for collaboration and developing data-driven instruction for all students

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on our needs to improve performance of the targeted student's proficiency, small group instruction provided through the co-teach model of instruction will support students at their present levels and provide teachers with an opportunity to differentiate to meet the needs of all students.

1. Incorporate small groups and aggressively monitoring students will identify areas of weakness for targeted remediation. Teachers will utilize assessments, as well as question analysis to prepare students for FAST PM3.
2. Reading Plus is a valuable resource to increase student achievement. Learning Gains have increased with use of this program. NoRedInk is a valuable teaching resource for writing remediation.
3. Dreambox is a valuable resource to increase student achievement. Learning Gains have increased with use of this program.
4. PLCs allow teachers to work collaboratively to analyze data and to make data-driven decisions to improve student progress.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Civics- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. iCivics will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups.

Person Responsible: Sharese Gillard (sharese.gillard@palmbeachschools.org)

By When: FY24 Civics EOC

Science- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. An increased focus on vertical articulation will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups.

Person Responsible: Sharese Gillard (sharese.gillard@palmbeachschools.org)

By When: FY24 Science End of Year Assessment

Math- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. Dreambox will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups

Person Responsible: Justin Sallenbach (justin.sallenbach@palmbeachschools.org)

By When: FY24 PM3 FAST Assessment

ELA- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. Reading Plus, NoRedInk, and NewELA will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups.

Person Responsible: Dawn Hartman (dawn.hartman@palmbeachschools.org)

By When: FY24 PM3 FAST Assessment

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When looking at the subgroup data over the last two years, our SWD population has continued to decrease in overall achievement. Based on the Every Student Succeeds Act (ESSA) data our focus going into next year needs to be on the overall performance of our Student's With Disabilities (SWD).

The following proficiency levels from FY23 FAST assessments will determine the content area of focus for the improvement of SWD performance: English Language Arts (proficiency was 27%), Mathematics (proficiency was 33%), Civics (proficiency was 47%), and Science (proficiency was 19%). Based on these data trends our focus will be to diminish course failure and increase learning gains in each content area by providing support to the students by focusing on foundational skills and scaffolding instruction with our co-teacher support system for content area classes. Focusing on SWDs academic improvement in all academic areas on all state assessments is in alignment with The School District of Palm Beach County's Strategic Plan for academic excellence and growth by ensuring that all children attain required skills and knowledge for future success, and each child is continuously growing to fulfill their individual capabilities and aspirations.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the conclusion of FY24, we will improve the SWD subgroup by 5% proficiency for each of the following assessments: ELA, Mathematics, Science, and Civics. Increasing proficiency by 5% will surpass FY19 (pre-COVID) proficiency for each of the above listed content areas. Minimum SWD proficiency for each assessment is as follows: ELA 32%, Mathematics 38%, Civics 52%, and Science 24%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will be monitoring the desired outcome by focusing on USAs, FSQs, PM1, and PM2 data trends. In PLC meetings we will discuss remediation for any standard needing additional support. Progress Monitoring data from the FAST assessment PM1 and PM2 will provide a clear understanding of SWD progress prior to PM3.

Person responsible for monitoring outcome:

Jenifer Kuras (jenifer.kuras@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Through a focused approach to planning, instructing, supporting, assessing, and monitoring all students, the overall performance of all content areas will increase. Utilization of the co-teach model of instruction in all content areas to support students at various levels of performance will provide all students (especially the lowest 25%, and SWD) with learning gains over the previous year.

1. Incorporate small group instruction to support student learning.
2. ELA teachers will use Reading Plus and NoRedInk to enhance students' ability to integrate knowledge and for remediation of basic literacy skills.
3. Math teachers will use Dreambox to enhance students' ability to integrate knowledge and for remediation of basic math skills.
4. PLCs will provide opportunity for collaboration and developing data-driven instruction for all students

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on our needs to improve performance of the targeted student's proficiency, small group instruction provided through the co-teach model of instruction will support students at their present levels and provide teachers with an opportunity to differentiate to meet the needs of all students.

1. Incorporate small groups and aggressively monitoring students will identify areas of weakness for targeted remediation. Teachers will utilize assessments, as well as question analysis to prepare students for FAST PM3.
2. Reading Plus is a valuable resource to increase student achievement. Learning Gains have increased with use of this program. NoRedInk is a valuable teaching resource for writing remediation.
3. Dreambox is a valuable resource to increase student achievement. Learning Gains have increased with use of this program.
4. PLCs allow teachers to work collaboratively to analyze data and to make data-driven decisions to improve student progress.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Civics- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. iCivics will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups.

Person Responsible: Sharese Gillard (sharese.gillard@palmbeachschools.org)

By When: Civics EOC FY24

Science- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. An increased focus on vertical articulation will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups.

Person Responsible: Sharese Gillard (sharese.gillard@palmbeachschools.org)

By When: FY24 Science End of Year Assessment

Math- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. Dreambox will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups

Person Responsible: Justin Sallenbach (justin.sallenbach@palmbeachschools.org)

By When: FY24 PM3 FAST Assessment

ELA- teachers will utilize collaborative AVID and SEL strategies to increase opportunity for student to student interactions, student voice, and student led activities. Reading Plus, NoRedInk, and NewELA will be used to support students and improve performance. Data from USAs, and FSQs will be used to align instruction to student needs and drive remediation in small groups.

Person Responsible: Dawn Hartman (dawn.hartman@palmbeachschools.org)

By When: FY24 PM3 FAST Assessment

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Single School Culture Coordinator will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. The District Reading Collaboration team provides professional development to schools based on needs.
8. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.